THE JOURNAL OF EDUCATION

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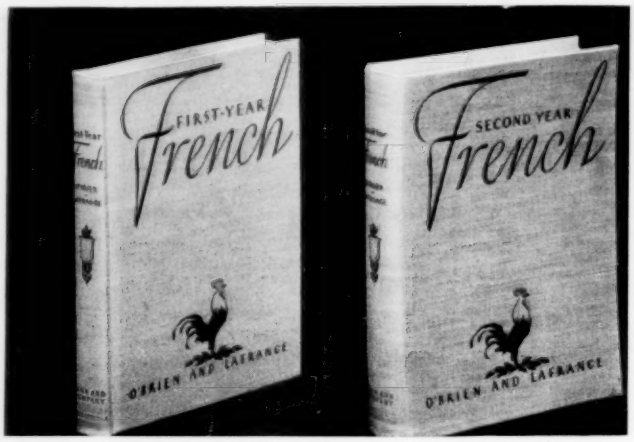

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As we go to press . . .

Actually the sound of shears trimming proof sheets is heard in the background at this moment, as we prepare a guide for the makeup man. But it's our last chance to chat with you before going to press, and that is good enough excuse for the caption of our little foreword.

It appears likely that we shall lead off with the staff-written article on juvenile delinquency, which summarizes the highly important findings of a ten-year study made by Drs. Sheldon and Eleanor Glueck, under a grant to Harvard Law School. If you haven't access to the report itself, you may wish to read our summary a second or third time. It's packed with fact.

Chicago makes this issue with two articles that represent quite a contrast. No doubt every large city has the sort of district referred to as "Little Hell". So far as we know, however, only in a few cities do the schools offer instruction in practical nursing. Incidentally, we hope the halftone illustration prints well enough to warrant our using more such illustrations in the months ahead.

Another contrast is apparent in the articles by Martin Wolfson and Robert Tyson, dealing in both instances with boredom in the classroom. We had the Tyson material already on hand when we received the Wolfson manuscript. Since one was a sort of antidote to the other, we decided to give you both together. You will note with pleasure that Dr. Tyson promises a series of papers on Occupational Hazards of Teaching. So this is only the first installment.

There isn't room here for all we might like to say about this issue. So why not let you dip right into it and see for yourself?

Your Textbook Reporter

Personal Adjustment

The title, **Personal Adjustment, Marriage and Family Relations,** comes close to telling what will be found between the covers. Designed for high school students, the book opens by considering the problems of immediate interest to teenagers. What sort of person are you or what sort do you wish to be? What are some of your problems? How does one get along with people, especially certain people? How does one make friends? What about dating? What's to be done about those parents or that little brother? Choosing a mate, getting married, making a success of marriage—all these are taken up. Soon there is a third member, perhaps a fourth and fifth, and before you know it, the cycle is rounded out and again you have teen agers.

The book contains a lot of good advice, many things to think about. The material is well organized and presented simply and clearly. It is likely to be read with much keener attention than, let us say, the history of England. Only those who need it most will call it boring.

PERSONAL ADJUSTMENT, MARRIAGE, AND FAMILY LIVING. Landis and Landis. Prentice-Hall, New York. $2.40

Experimenting with Numbers

Catherine Stern will go down in educational history as one who made a basic contribution to the teaching of arithmetic. Her method of developing a number sense through the use of blocks of different lengths has already been sketched in these pages by a report on her Harper book of last year, **Children Discover Arithmetic,** and by a subsequent article written especially for this magazine by the inventor of the system. Now comes a manual for teachers of kindergarten or first grade: **Experimenting with Numbers,** and the accompanying announcement that the necessary kit of blocks, counting board and pattern boards are likewise available. The entire outfit, manual included, sells for $32, subject to school discount. It means a substantial investment. But if it really does for the children what it sets out to do, an even larger drain on the budget would be justified.

The manual describes step by step the experiments and games the children will use to learn for themselves the meaning of the numbers one to ten and the various addition and subtraction facts. The work—it is more like play—is arranged in three levels. At first the numbers are not named. Gradually the names and symbols are introduced. Everything is seen in concrete form. The teaching of each step has been developed through careful planning and experimentation. It ought to do the trick of making arithmetic tick.

EXPERIMENTING WITH NUMBERS. Catherine Stern. Houghton Mifflin Company, Boston. (Manual only, $.60. Complete kit, $32)

Making Reading Easy

This workbook in the **Readiness Series** fits in between primer and first reader. It is aimed at easing the way for the child by building up a vocabulary in advance of need and supplying practice. Pictures bearing correct labels, multiple choice questions in boxes, words that are changed by adding letters, letters to be learned and identified with circles, simple stories marked by repetition, sound and sense, queries to show if the meaning has been caught—these and other exercises compose the ninety-odd pages. Hints for the teacher are given as required, so that a separate manual is unnecessary. Vocabulary is based on the Stone and Krantz list. It is like one of the black keys on the piano, a half step between two white keys whose importance in the reading program has been rocognized for years. This work book ought to help youngsters work their way upward into reading.

MAKING READING EASY. Clarence R. Stone. Webster Publishing Company, St. Louis. $.40

Geometry

Textbooks in geometry are coming more and more to the point of bringing the subject down out of the clouds into everyday life. This tendency is well exemplified in **Geometry—Meaning and Mastery.** The need for deductive geometry and for inductive reasoning in other fields as well is given consideration before the student is plunged into axioms, postulates and theorems. In fact the whole idea seems to be to avoid plunging him into anything that he is not prepared to meet. Interwoven with the treatment of geometry itself is a generous amount of material that illustrates the use of similar reasoning. There is an excellent chapter on Postulative Reasoning, that is far from pure geometry. Each of the Euclidean postulates is introduced in a way to make clear its sense and bearing. Meanwhile the student is learning to watch the definitions and assumptions that underlie arguments and conclusions in matters outside geometry.

It should not be inferred that the geometric system of proofs has been neglected to make the subject more attractive. In fact there is ample attention to theorems, demonstrations, constructions and the whole traditional content of geometry. But the emphasis has been removed from memorization to analysis and discovery. It strikes this reporter as a book that will add fresh interest to the study of geometry and supply some carry-over values as well.

GEOMETRY, MEANING AND MASTERY. Welkowitz and others. John C. Winston Company, Philadelphia. $2.60

Our Children and Our Schools

Lucy Sprague Mitchell, author of **Our Children and Our Schools,** has carved for herself the rare if not unique opportunity of conducting an experimental private school and of applying the results of this experimentation to the benefit of public education. Her latest book explains how all this occurred and what was learned and accomplished.

First there was the Bank Street School, a private enterprise in the city of New York. Here was developed a training school for teachers, where children could be observed and studied, progressive theories tested. Eventually the public school authorities decided to admit some of the new light into the system under their control. Accordingly, teachers'

workshops were instituted and public school teachers met under Bank Street auspices to discuss changes in curriculum and method. Could the children of a slum area, negroes, whites, children of foreign background, be handled and taught without the traditional repressions and memorizations, taught the things that concern them here and now, made to feel that school is interesting and vital? The public school framework was different and the leaders of the experiment had much to learn.

In the course of describing these and earlier developments, the author gives an enlightening picture of progressive education at its best.

OUR CHILDREN AND OUR SCHOOLS. Lucy Sprague Mitchell. Simon and Schuster, New York. $4.00

Arithmetic 5 and 6

Teachers familiar with the books heretofore issued in the series, **Our World of Numbers**, will be interested in these new books for grades five and six. The thing that impresses this reporter about these texts is the fact that they make no claims of having discovered some magic elixir that will cause number sense to seep through the minds even of children with very small apparatus answering to that name. Each book opens with reviews. Then comes the step-by-step introduction of the next thing and the next. There is plenty of exercise for mathematical muscles, a good deal of attention to problem solving, many of the problems, though not all, being drawn from social situations the pupils naturally stumble into.

The volumes are attractively and —who will deny?—functionally illustrated. They provide for solid performance, lots of easy thinking, ample drill, reviewing, self-testing When Father was a boy, they called it "Practical Arithmetic." Probably it still is, though with modern trimmings.

ARITHMETIC 5 and 6. Carpenter and others. The Macmillan Company, New York.

AudioVisual Materials and Techniques

The last twenty years have witnessed an increasing use of audio-visual aids in education. What are the permanent values of this experimentation? The question is fully covered in a newly published work, **Audio-Visual Materials and Techniques.**

The title is less comprehensive than the book itself. Here are not only the materials and techniques, described and illustrated in detail, but an appraisal of the comparatively new tools as adjuncts to instruction. Finally there is a heap of useful information for the administrator who is faced with setting up and operating the audio-visual program—what should be included, how it should be organized and conducted, what it will cost and all the rest of it.

The best part of the book, in our opinion, is its consideration of the place of audio-visual aids in the scheme of things educational—what these aids may accomplish and what they may not do. The problem has been and still is one of utilization, of when and how to apply the language of the eye and ear, the direct road to perception rather than the less direct road through printed symbols.

AUDIO-VISUAL MATERIALS AND TECHNIQUES. James Kinder. American Book Company, New York. $4.75

America's History

The story of the United States is retold for high school students in **America's History**, an entirely new text having a different approach from that common to textbooks in this subject. **America's History** is described by its publishers as a sort of collective biography of the American people. Here we see how our people worked and thought and lived at different periods in the development of the nation. We learn what they brought with them from their own lands and what, long before, these immigrants had derived from the civilizations of Egypt, Babylonia, Israel, Greece and Rome. The student is spared the necessity of reviewing for the second or third time the history of exploration, discovery and colonial settlement. Instead he is introduced to major trends and movements. Sufficient details are given to lend interest to the report as it unfolds in clear statements.

The work is organized in ten units, having chronological sequence, thus avoiding the time confusion cause by following the separate trails of many smaller topics. Due recognition is accorded to ideas, ideals and values, and to trying to bring out the secrets of this nation's advance to world power and leadership. Such a text calls for thorough understanding, clear, unbiased presentation, and the dynamic of a restrained enthusiasm, and these qualities are in evidence throughout. The volume is replete with suitable illustrations, maps, bibliographies and other aids to study and discussion. Teachers who look for something different will wish to scrutinize this recent book.

AMERICA'S HISTORY. Todd and Curti. Harcourt, Brace and Company, New York. $3.76

Also Received:

Arithmetic 7 and 8. Carpenter and others. Macmillan, New York.

Critical Problems in Education. University of Pennsylvania, Philadelphia.

English Is Our Language 7 and 8. Sterling and others. D. C. Heath, Boston.

How to Pass College Entrance Tests. Peters. Arco Publishing Co., New York.

Introduction to Testing. Selover and others. Educational Records Bureau, New York.

Let's Listen to Youth. Remers and Hatchett. Science Research Associates, Chicago.

Literary Masterpieces of England. Bushnell and others. Rinehart and Company, New York.

Nature of the Administrative Process. Sears. McGraw-Hill Book Co., New York.

Nature Dictionary. Melady. World Publishing Co. Cleveland.

School Subjects and Jobs. Schloerb. Science Research Assoc.

Second Year French, revised. O'Brien, La France. Ginn, Boston.

Songs to Thee, Wisconsin. University of Wisconsin, Madison.

Story of Music, revised. Buxton, Freeman. Birchard, Boston.

The Story, a Critical Anthology, ed. by Mark Schorer. Prentice-Hall.

Use of Mobile Cinema and Radio Vans in Fundamental Education. UNESCO.

Vocal Music in the Elementary School. Graham. Birchard.

EDITORIALS

SCHOOL SUBJECTS — AND JOBS

A booklet recently issued by Science Research Associates, Chicago, deserves attention. It is called *School Subjects and Jobs*. The greater part of the booklet is taken up with a chart listing some 266 occupations and, along with each, the particular school subjects needed for that particular type of work.

If motivation is of value to the high school student, the practical motivation of knowing that certain disciplines will be useful in earning a living, here is that incentive. Also, if a boy or girl wishes to find what occupations will make use of the subjects he or she likes best, here are those occupations. It is a two-way approach.

Of course we like to think of school subjects pursued for their liberal effects, as a sort of general background that will give meaning to life. So far as this goes it is good. But there lurks in the mind of almost every young person the great question of what vocation to select, and whether the subjects studied will be of real use in terms of dollars and cents. To assist the student in answering such questions, there comes this little book. Perhaps the student will be impressed with the bearing so many different subjects have upon so many different occupations.

Any high school could circulate copies of this booklet to the advantage of its students and to the strengthening of its guidance efforts. Educational and vocational guidance have seldom been so neatly combined.

SCHOOLS CAN CUT CRIME

Crime is said to cost the American public over fifteen billions a year. Even worse than the cost in money is the human tragedy and suffering caused by crime. Worst of all is the degradation of thousands of individuals who become criminals.

Since virtually every child in the United States spends some years in school, education cannot wholly escape responsibility. Tomorrow's criminals are in school today—or if playing truant they are within reach of the school's attendance officer. It is easy to say that the school has the child only a small part of the time and to blame other factors of his environment. But does the school do all it can and should for the prevention and reduction of crime?

Crime prevention is purely negative and no fit subject to be taught. The task is one of building good morals, ethical convictions and strong character. These are positive traits. They will leave no room for crime. They will not be taught by preaching in the classroom but by example, by the teacher's own sincerity, his own loyalty to what is right.

Elsewhere in this magazine will be found a summary of the most thorough survey of juvenile delinquency ever made. By all means read this article. You may wish to go further and read the book, *Unraveling Juvenile Delinquency*, which the Gluecks have written.

The most significant thing the Gluecks discovered is that conditions in the home largely determine whether a child with certain innate tendencies will go straight or crooked.

If this fastening of blame upon the home appears to relieve the school, think again. The school has its share of influence upon the home. It has opportunities to meet parents and to confer with them about their children. That is something.

If only small results are obtainable from these contacts, look down the years. The children now in school will soon have families of their own. Granted that they will then belong to that adult world so hard to reach with education—what can be done with them right now?

The logical answer is—more attention to teaching good family relations. Every high school should offer a firstrate course either in family relations as such or in personality development that makes a great point of the home and family living. But a high school course is only the finishing touch. All the way up from the first grade, instruction should be so interwoven with the home and its problems as to become a powerful force in creating ideals in the minds of children.

PERIODICALS IN ENGLISH CLASSES

A pamphlet entitled *Using Periodicals* has just been released by the National Council of Teachers of English. While it avoids discussion of the utilization of current publications by teachers of social studies, which must be considerable, the pamphlet contains much food for thought on the part of all teachers.

A great many high schools are now including the study of certain magazines and newspapers in their English courses, some devoting a fifth of a year or even more to this phase of instruction in English. The committee responsible for the booklet points out the danger that students will lose perspective if the literature of the past is neglected to give place to that which deals mainly with the contemporary scene. The committee also seems to deplore the tendency to seek information only from the current press. Yet the need for taking up peri-

odicals in the English class is clear and is recognized by the writers. The student must be taught to compare values, to distinguish between the better periodicals and the worse, and to discover which ones are most trustworthy.

Many schools, the committee found, are using only one magazine in the English course—a fact to be deplored. Other schools, although studying a variety of periodicals, overlook some that are quite likely to become their chief source of literary companionship in years to come. These should be studied and assessed.

Magazines and newspapers should constitute one of the most enlightening parts of the English course. But the teacher should possess a clear understanding of the values to be sought and the materials that may be used with profit. The N. C. T. E. brochure can be of help.

TWO KINDS OF FREEDOM

We all think freedom is important. What do we mean by freedom? Freedom is of two kinds. It is freedom from arbitrary restrictions on our choice of occupations, our place of residence, our physical movements, our right to say what we think, to worship as we please. It is the avoidance of slavery, the right to criticize our government and to change it from time to time by our votes.

But this is only one side or aspect of freedom. We might call it the physical side, the negative side — the avoidance of chains.

The other side of freedom is intellectual, affirmative, creative. It is the right to keep alive all the finer things of the human spirit, the nobler values of our heritage, the literature and other fine arts of the past, the best possessions civilization has amassed, the right to add to these treasures in the future.

Education and educators must contribute to defending physical or elementary, lower level freedom. But they cannot stop there.

Freedom is not something that was discovered or invented in America. The whole world has been reaching toward it through the centuries and is still reaching. Let us not be isolated or provincial in our thinking about freedom. And let us not be satisfied with only half of it. As Professor Irwin Edman has so well said, "Freedom is always a liberation from something but it has no real meaning unless it is a liberation for something ....If the American heritage means anything, it is that there is a high value placed on human beings, and a high respect for the individual, for the dignity, the life and the potentialities of individuals. . . . ."

THE NEWPORT CASE

Last spring the school board of Newport, New Hampshire, committed the serious error of summarily dismissing three teachers who had served successfully and without reproach for four, sixteen and eighteen years. The case was called to the attention of the N. E. A.'s Commission for the Defense of Democracy through Education and an investigation was set in motion. The investigators chosen for the task were all but one from New Hampshire. The report excoriated the board for its ill-considered and inconsiderate action, pointed out the injury done to the dismissed persons, to the local school system itself and to the pupils.

Fortunately, as Chairman Harold Benjamin of the defense commission states in his foreword to the report, such instances of arbitrary and unjust dismissal are very rare. Fortunately, too, there is a division of the National Education Association to which these cases can be referred with confidence that inquiries will be made with diligence and findings reported without fear or favor. In most instances the abuses are corrected on the spot. The regrettable fact is that the lessons in school management ethics thus brought out seldom extend beyond the community concerned or at most beyond the state.

It is high time that all school boards learned the principles that ought to govern their conduct toward their employees and toward the matters within their jurisdiction—the principles that some few have learned the hard way, by trial and error.

'TWAS EVER THUS

It's a hardy perennial, this complaint that children who pass through the schools nowadays just can't spell or cipher as well as did the children of an earlier generation. This complaint will spur investigators to investigate, time after time. Some of them will find, as did Messrs. Caldwell and Courtis, that unselected pupils of the present era can spell more accurately than their great grandparents did; that they do better on thought questions, less well on rote learning. The comparison in this instance was made by letting unselected pupils of 1919 take the tests used in 1845. More recent inquiries have shown similar facts.

No doubt the youngsters enjoy their part in these comparisons. The investigators enjoy the experiments even more.

We still face the problem of developing each child to as high a standard in both skill and reasoning as his individual capacity permits. Too bad the investigators can't be persuaded to lay aside their curiosity and concentrate on improving the situation through good teaching.

UNRAVELING JUVENILE DELINQUENCY

The Glueck Report

How can we curb delinquency? Some authorities believe child psychologists should replace truant officers. Others feel that every educator should become better informed about the facts on delinquents. To this end, we bring you a report of the most important study ever made on the subject.

How are delinquent boys different from boys who stay out of trouble? Can we spot possible future lawbreakers early, even as early as first grade? Which is more important in terms of future behaviour, the quality of a boy's home life, or whether he lives in a slum area?

The answers to these and many other questions have been sought by a husband-and-wife team of criminologists, Professor Sheldon Glueck and Dr. Eleanor Touroff Glueck of Harvard Law School in a pioneering 10-year investigation of the causes of juvenile delinquency. The results of their study, made public recently when their report *Unraveling Juvenile Delinquency* was published by the Commonwealth Fund in New York, are of significance to every teacher.

How was the problem tackled?

Backed by grants from a number of foundations, the Gluecks brought to bear on the problem of delinquency the skills of a battery of specialists, doctors, psychiatrists, psychologists, social workers, educators and anthropologists. They studied intensively 500 delinquent boys serving sentences in the Lyman School at Westboro, Mass., and in the Industrial School for Boys at Shirley, Mass. These were compared to a carefully matched group of 500 boys who had never been in trouble with the police, boys from Boston public schools. Both groups came from the same kind of low-income neighborhoods, with high rates of juvenile delinquency; they represented similar cultural and religious backgrounds; they were matched as to age, ranging from 11 years to 17 years, and as to general intelligence, their IQ's ranging from 60 to 120.

Each boy spent a minimum of 3½ hours with investigators, undergoing a physical exam, a psychiatric interview and psychological tests (including the Rorschach "ink blot" test). Members of each boy's family, his teachers and social workers who had known him were interviewed, records of schools, juvenile courts, and social agencies checked.

Each group of experts worked independently, without knowing what the others had found out in their studies. It remained for the Gluecks to undertake the gigantic task of checking over all the data to find just which factors stood out as being different for the boys who appeared in juvenile courts.

Because they were interested in spotting potential lawbreakers early so such boys might be helped before they got into trouble, the Gluecks developed "prediction tables" from their findings that would separate probable future delinquents from the others.

What marks a future bad boy?

There were dramatic differences between delinquents and non-delinquents on three major points, relations with father and mother, personality, temperamental and character type and ability to get along with other people.

Family Relations were important in four ways, discipline of the boy by his father, supervision by his mother, affection of father and mother for the boy and cohesiveness of the family. Factors that showed up most among the delinquents were a father whose discipline was lax or overstrict or erratic (NOT firm and kindly); a mother who left the boy to his own devices without provision for healthy use of leisure; a father or mother who rejected the boy emotionally; a family whose home was just "a place to hang your hat" (instead of one where cooperation, family interests, pride in the home and mutual affection appeared). If a boy's family scored well on all these points, the chances were only 3 in 100 he would turn out to be a delinquent. If the situation was poor in all four respects, the chances were 98 in 100.

Five *character traits* stood out: social assertion, defiance, suspicion, destructiveness and impulsiveness.

If a boy was markedly willful and assertive, defiant of everything and everyone, suspicious and hostile without reason, wanted to destroy or hurt others and himself, and "exploded" emotionally regardless of the consequences, there was every chance he would turn out to be a delinquent. If he scored low on all these points, the chances were only 15 in 100.

Personality traits listed were "adventurous, stubborn and emotionally unstable." The Gluecks found that if a youngster was usually looking for change, excitement or risk; if he ordinarily did what he pleased; if he could be easily swayed by an appeal to his feelings, even against his better judgment; if he was usually resisting because he felt thwarted; if his feelings were in conflict and he had "inharmonious or inappropriate" feelings, the chances were 93 in 100 that he would become a delinquent. If he scored low on all counts, the chances were 5 in 100.

The Gluecks suggest that differences among the three test results may be significant in themselves. "If a boy has a high chance of delinquency as determined by the factors of his social background, but a low chance as derived from the factors of his basic character structure or the dynamics of his personality, this would indicate that the chances of early preventive treatment are excellent, if the necessary attention is directed toward improving family interrelations.

"If the opposite is true it should indicate that the therapist may be dealing with a very recalcitrant individual, the prevention of whose delinquent career might involve nothing short of a basic reorganization of his character structure and temperamental constitution."

Other findings turned up by the study included the fact that "even in regions of adverse social conditions, most children do not commit legally prohibited acts" Although those boys who did not get into trouble with the courts came from the same kind of neighborhoods as the delinquent boys, 75% of the nondelinquents had a clear record even on the kind of minor misbehavior parents could handle themselves. The other one-fourth had been guilty of the usual boyish pranks like smoking in their early years.

The quality of a boy's home life is far more important than whether he lives in a slum area, the study shows.

Among the delinquent boys more than half were over eight at the first clear signs of a persistent tendency to misbehavior. On the average, they had appeared in court 3 or 4 times apiece at the time they were selected for study.

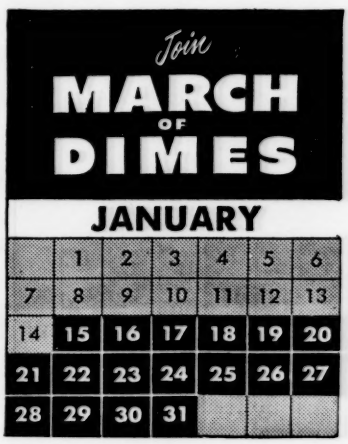
In general, the delinquents were of a muscular, tightly knit build, with well-proportioned bodies, while a larger percentage of the nondelinquents were more the linear fragile type.

While the two groups were matched as to general intelligence, the delinquents scored higher in certain parts of the test—they were better at concrete and direct ways of mental expression, not so good at abstract reasoning or at approaching a problem methodically.

Factors that do not count in delinquency included ill health, conflict of cultures, large families, grandparents' schooling, serious physical ailments in the fathers and mothers' families, whether parents were native or foreign born, parents age at time of marriage, age differences of fathers and mothers; housing, rent, home furnishings, size of household; marked dislike of certain school subjects or stress resulting from school difficulties; frequency and severity of contagious diseases, physical defects; allergies, glandular disturbances; feelings of not being taken seriously, of not being taken care of, of not being able to manage own life; attitude of overcompetitiveness.

Can the schools predict delinquency?

The Gluecks point out that their method can be used only by skilled specialists. "School systems will not be able and ready to use these predictive instrumentalities on all children", they add. "In an enlightened educational system, the school could function as the litmus paper of personality maladaptation, reflecting the acid test of the child's success or failure in his first attempts to cope with the problems of life posed by a restrictive, impersonal society and code; and in such a system the best psychiatric, psychological, social, medical and other facilities would be focused on the school to cope with problems of personality distortion and maladaptive behavior at a critical point in the development of the child".



CHICAGO'S PRACTICAL NURSING COURSE

HOBART SOMERS
Assistant Superintendent
Chicago, Illinois

Answering a demand for practical nurses from medical and community agencies, the Chicago Public Schools established in September 1949, the first approved course in practical nursing in Illinois. The initial class of 23 started at Manley Vocational School with a professional nurse as chief instructor and a part-time instructor for nutrition, cookery and homemaking. Advisory service and equipment were provided through the Chicago Council on Community Nursing. Such a program of coordination between community and school representatives is in keeping with the public service policy of Dr. Herold C. Hunt, General Superintendent of Schools.

Candidates for the 32-week course are selected from many applicants, ranging in age from 18 to 55 years. Sixteen weeks are spent in classroom instruction embodying the theory and practice of nursing arts, homemaking, and related subjects like ethics, hygiene, diseases, community resources and diversional therapy.

The school program is followed by 34 weeks of clinical experience gained in approved hospitals and agencies. A period of 8 weeks is spent in geriatrics, another 8 weeks in pediatrics, 6 weeks with mothers and newborn infants, 10 with medical and surgical cases and two weeks of observation with the Visiting Nurse Association personnel.

Expansion of the practical nurse training program has been done with the opening of a new unit at the Princeton school on the South Side, Manley being located on the West Side of the city. New sections or classes enter both schools every four months as the student nurse groups progress from the school training period to the clinical experience phase in hospitals.

During both preparatory periods the students put in 8 hours a day, 5 days a week. Although there is no tuition fee for the course, expenses amount to approximately $95 to cover the cost of books, attractive gray and white uniforms, equipment and laboratory fees for nursing arts and food preparation. In return, the student is allowed one meal per day and the laundering of uniforms plus a cash payment of $500 from the hospitals during clinical practice.

Chicago's practical nurse training program is approved by the State Superintendent of Public Instruction, the Chicago Medical Society, the Illinois State Nurses Association, the Illinois League of Nursing Education, and by the National Association for Practical Nurse Education.

Throughout the practical nurse training program, the objective is to prepare a practical nurse who is able to cope with the responsibilities she or he—men are now accepted as students—will meet as a graduate with safety for the patient; who will have an understanding of illness and of patients and families as individuals, and who can give the patient a little more security and pleasure in living in spite of a handicap; who will know his or her limitations and who can work efficiently with and under the supervision of the professional nurse in care of patients. . . a conscientious person who will regard with satisfaction the status of practical nurse and who

Practical Nursing students learn the care of new born infants in their course.

will command the respect of the patient, his family, the physician and professional nurses.

When students have successfully completed their training they are graduated and presented with a certificate from the Chicago Public Schools, in co-operation with the Chicago Council on Community Nursing and the State Board for Vocational Education. They are then eligible to take practical nurse state board examinations in states which have practical nurse licensure.

So great is the need for practical nurses that they have been in constant demand for duty in private homes, in hospitals, homes for convalescents or chronically ill or aged, homes for handicapped children, veterans hospitals, industrial first aid clinics, and in doctors' offices. Zella von Gremp, chief instructor and registered nurse, relates that a vacation of two weeks is allowed each student. Graduates of the course may avail themselves of the placement services maintained by the school.

Manley Vocational School is one of seven maintained by the Chicago Board of Education for commercial, industrial, distributive, continuation, apprentice and vocational training. They are administered by the Assistant Superintendent in charge of Vocational Education. The practical nurse training program is under the direct supervision of Helen J. Evans and Joseph A. King is Director of the Manley School.

A doctor says: A recent analysis of patient requests showed that the majority of these could be met by practical nurses. Today when there are not enough graduate nurses to care for the dangerously ill, more practical nurses are a vital need.

HOW "WE" WON THE TRACK MEET

JAIRUS J. DEISENROTH
Research Department
Cincinnati Schools

This is a story about a day in January and another day in June. And what happened to George and the vocational high school George attended.

George came to me, his counselor. He bore bad news. A senior, George had landed a job and was ready to toss in the sponge. He was due on the job that very minute, he declared, and would I kindly hurry up with his withdrawal papers?

One reason for a counselor's existence is that he is supposed to take time to counsel those who need it. Sudden decisions have a way of kicking back in later years. I had to work fast.

We reviewed George's record. It was good. Passing in all subjects, he would be ready for graduation in June. A good school citizen too was George. What, then, was the main difficulty?

Well, George's dad, a pretty nice guy, was a little disgusted because George had chosen athletics instead of participating in the senior co-op program. In this way George had failed his dad for it appeared that dad didn't think it was right to pass up a job at that stage of the game. Of course, dad didn't realize that graduation from vocational high school would be a lever to pry open better jobs than the one George was going to accept.

It was my job as counselor to explain this idea.

Before the day was over we had rounded up the principal and a teacher whom George liked, and the coordinator of his trade field. All together we worked on the problem. We had George's dad in for a meeting. And soon, to make a long story short, we had evolved a plan by which George would continue in school, but take Saturday and evening work in his home neighborhood.

That should have been enough of a triumph for one counselor, one principal and one teacher. But we had another one.

One Saturday in June the vocational high school was participating in a District Track and Field Meet, and, to the delight of the boys, was leading as the day closed, by a mere point or so. Rain broke up the meet with just two events to go—the high jump, which the vocational boys could not take, but the nearest rival could, and the pole vault, which was George's specialty.

These two events were carried over to Monday, and when Monday afternoon finally came a few boys were seen finishing the track meet. You've guessed it, of course. We lost the high jump. But George took the pole vault.

George graduated the next week, the proudest boy in the whole city, and found a job waiting for him.

I was a little proud, too, as a fair-to-medium high jumper myself. My left foot still kicks a little as I see George, my counselee, taking that meet for the school.

We did good jobs on those two days, I am thinking.

OCCUPATIONAL HAZARDS OF TEACHING

ROBERT TYSON
Department of Psychology
Hunter College, New York

Let's Not Be Bored Or Boring

Education is not the only occupation that involves repetition and the possibility of boredom. And in the writer's opinion most teachers maintain an admirable amount of enthusiasm. But there are those times when boredom does enter the teacher's feelings and reacts, in turn, on the class. What can be done about it?

In addressing experienced teachers the writer does not assume that his offerings will necessarily be new, complex or ingenious. It is his hope that these paragraphs will be a convenient collection and reminder of suggestions.

Let us consider some approaches:

"On stage" in school. As we grow to take the classroom situation for granted, are we not likely to forget its dramatic nature? In a very real sense we are actors in an educational "production", with all that this fact implies about facial expression, gestures, changes of tone, and emphasis. Well within the limits of reasonable teaching technique, there is room for considerable "treading the boards" in our respective subjects.

Communicable enthusiasm. It is entirely possible to select a portion of an educational topic we have taught for years, perhaps with the conclusion that it may be valuable but could not conceivably be interesting, and *assume* an enthusiastic manner in discussing it. A class—and, remarkably enough, the speaker himself—may find an enthusiastic expression and voice invigorating.

Educational market research. What interests students, the "customers" of education? Let us ask them. Let us start them thinking and reporting on these topics: "How does this lesson apply to me? What should it mean to me? What should the text do for me? Does it serve that purpose? How could it serve the purpose better? How could this lesson be designed to meet my needs more fully?"

The attention-getting start. A university teacher of public speaking identified the first attitude of the audience as "Ho Hum." He prescribed a startling or at least an arresting statement to arouse them from their "Why-bother-us?" mood. A moment's thought before a class may prove that the teacher can profitably apply this technique.

Credit the editor for proposing this series of short articles. The writer will try to do justice to the idea.

Won't you join in? What do *you* suggest to avoid being bored or boring? Write me at the *Journal*.—R. T.

"Pro and con." How often do students assume—with bored resignation—that they must accept or at least not openly contest the version presented by the teacher? A student can be *directed* to argue against a view. Another can be asked to defend it. Often the result is stimulating and instructive to student and teacher alike.

The different slant. Illustrations we have used for years may be appropriate enough—but time-worn and dull to us. Examples newly thought up may add spice to a discussion. A glance through another text, an encyclopedia, or even a dictionary may provide the refreshment of new ideas for class.

The timely touch. Even when a class is in progress some topic may bring to mind an item from the day's newspaper, the radio, television, or local school and town events. Does a day go by, is a newspaper printed, without some hint as to how a topic can be brought straight home to the student's interests?

A weekly check. Question for a ten-minute session on Saturdays: "As I look back at the week's work, how could I have been more interested or more interesting?" Result: some notes for next week, to the collective advantage of ourselves and our classes.

I HOPE NOBODY IS LISTENING

MARTIN WOLFSON
Technical High School
Brooklyn, New York

It isn't nice to admit it. A teacher rarely *does* admit it—publicly, at least. And even in private, he tends to use other terms. But the dreadful fact is—teachers for a good part of their working time are bored, excrutiatingly, mortally bored.

This is why teachers wear that special look. It is why they are always looking for escapes. It is the reason teachers talk about the nobility and inspiration of the profession.

Tell a teacher he is a good practitioner of his art and he begins to have visions of himself as a supervisor, so he can get out of the classroom, out of teaching.

A supervisor is not teaching and so he is very much concerned with the "significance" of teaching. He gives courses and lectures and writes books about teaching. Whisper to him that teaching is sometimes hell and he may mark you down for lack of professional love.

Let's get scientific. I mean, of course, let's put things in numerical order; in outline form; in methodical shape.

What makes teaching boring?

1. Repetition of the same lesson during the day from term to term and from year to year.

2. The bell system for opening and closing periods.

3. The period system.

4. The same students every day for five days a week, five months a term.

5. The same room six to seven hours a day.

6. The same textbooks with the same old content.

7. The same orders, rules and regulations on drab paper in that rare old wooden administrative style.

8. The same supervisors, administrators and assistant superintendents.

9. The same superintendent whose picture appears in the paper with morbid frequency.

10. The same old teachers—*us*—with the same old mass production methods.

Now and then a new book about "great teachers" comes out. The average wise pedagogue won't touch one of these with a ten-foot pole. He may read the reviews, wistfully if he's the dreamy type, or with a good horse laugh, if he isn't.

First of all, that "great teacher" usually blossoms in institutions of higher learning, where the ten conditions are absent—or are they? Second, he gets his fun from his beloved subject which is breath-of-life to him. (Chorus—we're teaching children, not subjects). Third, he is a madman, possessed by a daemon. Put that personality in the public school system and he'd be fired in a week.

What's that? Why am I still teaching?

Well—uh—you see it's *this* way—

Atoms in Your Plan Book

HERMAN SCHNEIDER

Nowadays the atom has the center of the stage, as well as the best spot on radio and TV programs. In newspapers too, and in comic books and cereal cartons, fission is the fashion. Should we plan science lessons that capitalize on this ready-made motivation?

Instead of providing one answer, this writer, who is generous to a fault, will provide you with eight in the form of a series of questions that may help you judge the worthwhileness of a science topic and evaluate the resulting lessons.

1. Is the problem of genuine interest and value to the child? 2. Can the solution be arrived at by experimentation with real materials or will it be just a case of "talking about" science? 3. Are the children clearly aware of the purpose of each step in the lesson or is the whole thing a kind of science magic show? 4. Is the illustrative material simple, to the point, and wherever possible, prepared by the children? 5. Is the solution of the problem within the comprehension of the children? 6. Can the children arrive at the solution through the sheer weight of the evidence or does it require needling on your part? 7. Is the solution capable of being related to the real-life experience of the children? 8. During the lesson, who does most of the talking—you or the children? The proper ratio is 30 peeps to one cluck.

From *Curriculum and Materials Digest*, published by the New York City Board of Education.

TEACHING IN LITTLE HELL

CHARLOTTE KWIAT

Charlotte Kwiat has taught at the University of Minnesota as well as in the Chciago public school system. Articles she has written have appeared in both educational and popular magazines. On these pages, she tells how she handled the toughest assignment a teacher can get without losing her courage or her sense of humor.

We do not think "Little Hell" is a typical school, but we do think educators need to be reminded that Little Hells, both rural and urban, still exist in this country and someone has to try the job of teaching the little hellions.

I

My first teaching experience was in a slums section in Chicago. Newspapers refer to this "Dead-End" district as 'Little Hell'. Gangsters and thugs inhabited this neighborhood. Robberies and rapings occurred frequently and were considered good clean fun by the participants. The children in this neighborhood were ill-housed, ill-fed, and shabbily clad.

A teacher in such a school is usually nothing more than a glorified policewoman. If she can maintain discipline, she can expect an excellent rating from her principal. If, in addition to controlling the class, she can teach the three R's, she is a veritable genius. The 'wise' teacher turns down an assignment of this nature and waits for the next opportunity. The not-so-wise pedagogue accepts the position for a trial period. The pupils take her for the ride of her life and subtract ten years from her life in three days. The schoolmarm then waives the assignment, which is her prerogative during this initial period. The 'stupid' teacher, on the other hand remains, albeit against even her better judgement.

The personnel of such a school is constantly changing. After a teacher has taught for one year she has the privilege of requesting a transfer and the majority of the teachers do transfer out of the school after "serving time". Do the principals of the schools in better neighborhoods welcome teachers from the slums? Usually not! The teacher from the slums usually has learned to raise her voice more often than is necessary, and sometimes she raises a part of the anatomy which was overlooked in the slums section, but cannot be tolerated in good schools.

Thus, the children of the slums are not only products of broken homes, but of broken schools. Step-fathers are changed frequently and without much formality. 'Step-teachers' use the school as a stepping stone to less challenging schools. God's, and the Board of Education's forgotten children remain. The children of the slums have been cheated by society. The children as well as the inexperienced teachers are cheated by an assignment to the slums. Irreparable harm is done to pupil and teacher.

II

I SHALL never forget my first assignment. With the assignment papers in one hand and the fingers of the other hand crossed, I entered the old and ugly red school building. The genial principal extended his warm hand as he shook my cold perspiring palm, and dubiously eyed my slight frame. He lowered his voice and in a confidential tone told me there was really nothing to fear, that one merely had to establish a reputation as a disciplinarian and the rest would be smooth sailing. Already I was getting a little sea-sick and inquired about the secret formula for obtaining said fame. However, he reluctantly and somewhat sheepishly informed me that he wished someone would tell him.

I walked into a classroom, which was not unlike a three-ring circus. Boys swung from ceiling lights, erasers were being tossed around, girls with high heels and painted faces were laughing raucously with tall lads who looked very mature. I tried to introduce myself, but my efforts were useless. I could not be heard above the hubbub. The children would have "none of me", as they put it and it was quite clear that they were not going to observe the practices of polite society.

However I wasn't licked. Hadn't they informed prospective teachers at the Teachers Training College how to meet such a situation? Simply stand motionless in front of the room. Say nothing at all. Fix your gaze on one object. Gradually the

children will talk themselves out and one by one become silent, and you will have their complete and undivided attention.

I stood motionless in front of the room for about ten minutes. I was becoming numb from the strain and felt like a Buddhist in prayer, and don't think I wasn't praying. The talking did not subside.

One Negro child said, "Look, she's 'daid'." Another promptly retorted, "Naw, only from the neck up."

Finally I sat down. I don't know whether I became temporarily insane or whether I used this as a device, but the important thing is that it worked. I began to talk to myself in low tones, uttering da-da-isms. I spoke softly enough so that they would not hear what I was saying but loud enough for them to hear that I was talking.

One child soon noticed me and said, 'Look, she's nuts." Another pupil replied, "Aren't all teachers?"

One by one they began to comment on my sad condition and listened to hear if they could make out my mumblings. Gradually there was a hush and I had their attention. My advice to all inexperienced teachers is to play crazy before you go crazy.

III

THE CLASS was composed of about sixty percent Afro-Americans and forty percent Italian-Americans. The girls preferred to wear their hats in the classroom, undoubtedly due to the fact that it kept their unruly hair in place. I informed the class that if they were attending a tea in high society it would be perfectly permissible and proper for the ladies to wear their hats, but since no refreshments were planned they would have to remove their hats and get comfortable since we planned to stay a while. The boys began to mimic society ladies over their teacups and the girls, who would have rather been found dead than at a society function, removed their hats.

The days passed slowly, but not without excitement. What of it, if I were turning prematurely grey, and my face was getting a hard-set schoolteacher expression? Was I accomplishing anything desirable? I was aware of my inexperience. True, I would have made blunders in any school, but these children needed and deserved proper guidance. My chief virtues were sympathy and trying to understand and a lack of prejudice for any race, color, or creed. These qualities are commendable, but not enough.

Many of my colleagues tolerated the children, but without tolerance. Factors of heredity and environment were not taken into consideration. With my own ears I heard the teachers refer to the pupils as "niggers and wops". This from educated, church-attending Americans was more hopeless than the plight of the innocent child.

IV

The time has come for vocational guidance for the teacher. The teacher should be selected for the school. Perhaps a bonus or larger salaries should be paid to those teachers who can qualify to teach in an underprivileged school. It should not be punishment or the price one pays for inexperience. The classes should be smaller than those classes in average neighborhoods, although I found the reverse to be true. Certainly, these children from overcrowded houses deserve less crowded conditions in school, and the lack of attention and supervision at home should be compensated in the school.

HERE AND THERE IN THE NEWS

"Couple-sitters" is the new name applied to Radcliffe girls who are being hired to chaperone dates at **Harvard University**. By getting a freshman woman to study in his room for prevailing baby-sitting rates, a graduate student may entertain another girl there without offending the dean.

* * * * *

Brooklyn, N. Y. stars as "the city with the sloppiest speech", with Ypsilanti, Mich., Atlanta, Ga., Chicago, Ill., and Hollywood close behind it. Linguaphone Institute of America, a language recording firm, was brave enough to make the pronouncement. Result—a sonorous rejoinder from the Society for the Prevention of Disparaging Remarks about Brooklyn, a 650,000 member group, who pointed out that New Yorkers and even Bostonians have speech shortcomings too.

* * * * *

The **Quincy, Mass.** Council for Public Schools recently suggested a "road show on education" as a method for taking public school problems and successes to local citizens. The road show would consist of informational meetings with PTA and any other group interested in school problems. It would include speakers to answer questions and try to turn public apathy into interest.

* * * * *

Television students at **Valparaiso, Ind.**, Technical Institute were warned that they would have to turn in their sets if their grades began to slip. Joseph Alinsky, head of the television school, claimed wrestling programs and the Lone Ranger were distracting students.

* * * * *

Onward, Ind. women, waving flags and singing hymns, put to rout 30 state troopers who wanted to move Onward High School equipment to neighboring Walton.

LOOKING AHEAD TO HIGH SCHOOL

MAUDE F. MUELLER
Counselor, Southeast High School
Kansas City, Missouri

"Looking Ahead" is the program planned in home rooms by elementary pupils so they and their parents may hear from student leaders what our high school activities are and from the counselor how studies may be planned for freshman year and also for the four years that lead to graduation. (Our high school includes grades eight through twelve).

Before parents and pupils choose the subjects to be written on the Preliminary Enrollment card for freshman year, and after home room teachers and counselor have explained the part of our High School Bulletin which requires special study, we hold our Looking Ahead assembly some time during February.

First, picked student leaders form a panel to discuss school activities and explain to their pupil-parent audience how each newcomer may earn a place for himself in serving his school. The Round Table (student council) president presides. Requirements of the scholastic honor society are explained. Enthusiastic members make convincing talks about the appeal of music, drama, art and language clubs. Journalists on the annual and newspaper staffs bid for attention. Boys' and girls' athletic honors are flashed before their hero - worshippers. Service groups such as the stage crew, cafeteria monitors, hall guards, office help, and nurse's assistants need recruits from the ranks of the younger students. Because there is such a variety in the leadership positions, opportunity to participate in high school activities is not limited to gifted students.

No adult takes part in the assembly, which has been given for the past three years. The success of our "Looking Ahead" project is shown, not only by the enthusiastic comments of the eighth graders and their guest speakers, but also by the favorable reports of parents who enjoyed the assembly and stayed for a talk by the counselor after the students had returned to their classes. Eighth grade girls in the foods classes served tea at the close of the meeting.

Because pupils have been discussing choices for two weeks in their home rooms and at home, parents come prepared to ask good questions of the counselor after she has given general pointers about selecting courses. (A number of the parents held telephone or personal conferences with the counselor as a result of the program.)

We believe both scholastic attainment and extracurricular experience are necessary to successful school careers. We are convinced that it is possible to help students make good choices in their earliest high school years and that well informed students will be increasingly aware of the adjustments that need to be made in their programs as they progress toward graduation. It truly helps to look ahead.

GUIDANCE MEN SAY . . .

Guidance programs must stretch to include the individual's responsibility for military service and contribution to production, while still giving plenty of emphasis to his need to develop his special talents. So said Harry Jager, U. S. Office of Education chief of occupational information, at the Boston conference of the National Vocational Guidance Association.

Jager thinks the typical program should help teachers teach better and supply data for making the curriculum more valuable to pupils as well as counseling the students.

* * * * *

Senior advisors are pleased by the College Entrance Examination Board's decision to abandon the rule requiring students who take the exams to name the institution they would like to enter.

Uncertain seniors can now take the tests without hasty decisions.

Clarence Lovejoy, told Columbia University's Conference for Guidance Directors that those who fear vast drops in college enrollments over a long period of time should not be "worry warts." He sees the President's Commission estimate of 5,000,000 students in college in 1960 as much closer to the truth than the predictions of "sad Sarahs."

* * * * *

San Francisco schools are trying to decide how much time should be spent on counseling. Superintendent Herbert C. Clish believes full time, trained counselors should replace the present system of letting teacher double as counselor in what time he can steal from other duties—often as little as 45 minutes a day for 130 students. Other educators favor the half-time use of guidance teachers but everybody agrees that the classroom teacher should not carry the full load.

THE ICIRI AND READING

RALPH DENNIS

Struggling with Reading

The growing number of reading clinics being set up in universities in the United States and Canada is evidence that educators everywhere are becoming increasingly aware of the part the reading plays in children's mental and social development.

Many school systems have met the need for better reading instruction by establishing adequate programs. Others are attempting to solve the problem on a smaller scale with what financial resources they have. There are still too many others, however, who have taken no steps to remedy reading lacks. Teachers in these schools are still unable to relate reading problems to other pupil study problems.

ICIRI to the Rescue

Teachers in schools which do not provide for special reading instruction need not wait until their schools can afford such programs. Every year the university clinics hold institutes which offer teachers from neighboring areas an opportunity to hear lectures, see demonstrations, exchange ideas and gain information as to how they can tie in reading instruction with regular class work.

The International Council for the Improvement of Reading Instruction is smaller, but no less enthusiastic. The sole purpose of this organization is to improve reading instruction by encouraging study of the problem involved and research in the field, and by disseminating information about the results of investigations and the practical experiences of classroom teachers.

How Does ICIRI Function?

It issues a quarterly bulletin of information and teacher helps. It sponsors local councils which operate like the university clinics. Council members also have a chance to present their problems to authorities in the field.

The list of the VIP's who help direct council activities includes Dr. Gerald A. Yoakam, professor of education at the University of Pittsburgh, president of the Council; Dr. Emmett A. Betts, director of the Reading Clinic at Temple University, chairman of the organization committee; Dr. Nila B. Smith, professor of education at New York University, past-president of the Council, serving on its executive board; Dr. Arthur I. Gates, Columbia University; Dr. Donald D. Durrell, Boston University; Dr. William S. Gray, formerly of Chicago University; and Dr. Paul Witty, Northwestern University.

Here is a chance for teachers everywhere to keep pace with the latest developments in the field. Not only do these well-known educators contribute articles to the bulletins, but teachers from all areas write and tell how they have experimented with various reading technics in their classrooms and report the results they obtained. The bulletin also keeps readers posted on the latest publications in the reading field.

ICIRI History

The ICIRI was organized in 1947, with Eugene Shronk, a New Jersey principal, as president. It has been growing rapidly ever since, but it is still far from its goal of making *every* teacher conscious of the importance of a systematic program of reading instruction for every child in terms of his intelligence level.

The Council realizes that its program of adequate instruction in every school will not be accomplished over night. Meanwhile it hopes that *you* will recognize the problem if you have not already done so and that you will do all you can to interest others in it. One of the best ways to do this is to join your local council. If there is none in your area, perhaps you can organize one.

For further information about ICIRI, write to:

Roy A. Kress
Sec'y ICIRI
The Reading Clinic
Temple University
Philadelphia 22, Pa.

Mr. Dennis writes: "I am a journalism student at Temple University, enrolled in a course in article writing. One of the course requirements is to write four articles suitable for publication. Any article printed receives an automatic "A", so not only have you helped me to have my first literary attempt published, but you have helped me to get a better mark in school."

Congratulations. We acted out of ignorance, not altruism, but we hope the other 3 A's are on the book by now.

HOMEWORK THAT COUNTS

CLARICE WHITTENBURG
University of Wyoming
Laramie, Wyoming

Do you know youngsters who are lagging behind in arithmetic? Parents who want to help and don't know how? Citizens who think the schools aren't teaching number fundamentals? Sneak this article into your PTA meeting, teachers' room or wherever it will get the widest reading. The author is an arithmetic readiness expert, but don't let that frighten you. She writes in layman's language.

"Rest-time, rest-time, two to four," sang Tommy Bradford softly to himself. His mother slipped out of the room just in time to welcome Mrs. Moody, her new next-door neighbor.

"Oh dear," said Mrs. Moody easing herself into a chair, "I just didn't realize how tired I was. I never seem to get my work done. How on earth do you manage with four children?"

Mrs. Bradford smiled. "Oh, the children help. Clint thinks he's a man now he's 15, and Eileen *likes* to do housework. Of course Molly's only seven, but she's big enough to look after Tommy sometimes . . . And Tommy has his own little jobs, even if he is just a kindergartener."

"Well, until we moved here Reg and Grace had so much homework every night that I never got any help out of them."

"Homework? What kind of homework did they do?" asked Mrs. Bradford.

"Oh, Reg's teacher always gave him lots of decimal problems to work and Gracie had fractions. They don't seem to bring home arithmetic books from their new school. Do you think I ought to talk to their teachers about it?"

"Why don't you do that? I'm sure you'd like both Miss Granby and Mrs. Steele. We used to worry about homework, too, when Clint was in third grade. We always had lots of it when we were children so of course we thought Clint should too. But when we visited his room, Miss Nelson explained that nowadays the emphasis is put on ordinary number experiences so as to make arithmetic mean something to children. Clint's group had a real market in their room and I had to admit he learned more about making change than we ever expected—and without spending long hours at home learning how to add and subtract dollars and cents. The children had drill, yes, but as Miss Nelson said, it should come *after* they'd had lots of experience with *things*. When I asked her what Mr. Bradford and I could do at home to help Clint, she suggested that we give him *more* number experiences. We sat down one night and just listed all the ways we could think of for making him think about numbers at home. And it *worked* with Clint first — and now with Eileen and Molly. It even works with Tommy."

"Tommy? Do you try to teach a five-year-old arithmetic?"

"Miss Nelson always said there was a difference between coaching and teaching. The schools talk about arithmetic readiness. That's what we can help give them at home."

"But how?"

"Well, let's take Tommy. He's known his street and telephone numbers for a long time, as well as his age and birthday. That will help if he ever gets lost. He likes to count things— pieces of pie I'm cutting, or the number of blocks we walk to the store. The children have their own garden plots and Tommy counts the seeds he plants. We try not to force ideas on him, but when they come naturally, we make the most of them. For a long while he used phrases about time with only the haziest notion of what they meant. He'd ask whether it was time to put his toys away or whether we had time for another story. Then Clint made a clock dial for him. Now, when he asks a question about time, someone usually tries to show him what it means. We use only the hours and half- hours of course. We set the dial at four o'clock when he started his rest period a while ago and I'm quite sure that even if he wakes up he won't get up until the real clocks checks with the dial.

"Won't he wake up early if he has his mind on that?"

"At first he did," Mrs. Bradford laughed, "but only once or twice. He's more inclined to dawdle when he is getting ready for his nap. His father brought him a three-minute sand glass to try to stop that. We're not strong on the idea of time-pressuring children, but we encourage Tommy by using the sand glass when he undresses for bed. He likes to time himself now. It's fun to him, but minutes have meaning just the same."

"Well," Mrs. Moody said, that sounds simple enough. I guess most children learn to tell time at home."

"All the number things we do with the children are simple. Molly usually tears off the old month from the kitchen calendar. Then we mark highlights on the new one — birthdays and special days of all sorts. Her own birthday was last Tuesday and she wanted to bake honey cookies to treat the second grade. It took multiplication to figure just how she could give 33 persons, including Miss Mann, two cookies each and she checked the problem by adding. She watched the clock very carefully while the cookies were backing. Using the measuring spoons and cups gave her some "fraction readiness", I suppose. That reminds me — now that Tommy knows what it means to divide an apple into halves, he no longer accuses Molly of getting the 'biggest half'. He knows . . ."

"That's something I wanted to ask", Mrs. Moody interrupted. "How do you ever find time to stop and explain all these things?"

"It's time well spent and it pays dividends. For instance, Tommy usually sets the table. He counts the plates, silverware and napkins as he does it. Last night he was delighted that we had two for company so he could set eight places instead of six. He measures the water for the goldfish and the feed for our canary. Molly can answer the phone by saying, This is five-nine-three-two, and she knows how to call emergency numbers — the fire department, the police department and our doctor. She knows the various radio stations and can locate one quickly on the dial. She keeps track of the scheduled time for our favorite radio program . . . And let's see . . . she checks the laundry for me, and gathers and counts the eggs from our hens. Oh, there are lots of ways for children to gain number experience at home if grown-ups don't spoil it by doing all their thinking for them."

"But what about your two oldest?"

"Eileen is taking piano lessons. Studying the time value of musical notes has helped wonderfully in making fractions easier for her. Usually she goes shopping with me. I'll never forget how surprised she was when she first learned that groceries come in so many different kinds of containers—cans, cases, cartons, — you know—and that they are sold by the dozen, the bunch, the pound, the quart . . . Rationing points were no great mystery to her when we had them and she has learned to handle some of the money when we shop for food.

"That reminds me, Mrs. Moody said. "Do you give your children an allowance?"

"Yes, indeed. Even Tommy gets his fifteen cents a week and some choice in deciding how he will spend it. Each child saves regularly for government stamps of course. When Clint started his paper route, he said that he wouldn't need an allowance any longer. Both Mr. Bradford and I gloried in his independence but later on we three had a little conference. We decided that Clint's own earnings would be supplemented with enough money to cover his general expenses. Now, with his father's help, he budgets his money and even buys all his own clothes. He has learned to compare quality in clothing and look for percentage labels."

"Do you pay the children for running errands or doing little extra jobs? Reg and Gracie keep quarreling over who should earn the most money that way."

"No, we don't do that. We try not to have any *extra* jobs. If something needs doing, the first one who is able, pitches in and does it. We all talk problems over together and quite often arithmetic comes into the talks."

"It sounds wonderful" Mrs. Moody said.

"It is" said Mrs. Bradford. "We've been surprised to find how easy it is to give children some idea about the meaning of numbers without resorting to hours and hours of old fashioned paper-and-pencil homework."

Just then a tousled head appeared around the side of the living-room door.

"Mother," Tommy announced, Rest-time is over."

My Teaching Is Easier Because . . .

I am working freely with my associates and not against them. When annoying incidents occur, I try to talk it out with the person concerned. Even if a good argument results, the air is cleared.

In the classroom, I have tried to save energy by letting the children take more responsibility for correcting workbooks and papers. Brighter students help the slower ones in class and ironing out playground difficulties has become the pupils' job. Work goes easier and faster and we have time for fun and surprises.

Teacher-pupil relationships run more smoothly because I make many opportunities for parents to be present at regular school activities. I like to talk with parents not only when things go wrong but when there is something good to report.

I try to make friends with parents. I accept invitations and I often entertain mothers and fathers, for friendship should not be one-sided. I've even stopped looking for excuses for not attending children's parties.

My teaching is easier because I have a human relations program.

DORA WOLFANGLE
State Teachers College,
West Chester, Pennsylvania

TREATING OF THIS AND THAT

MARGERY W. STEER

Towards Common Values

I

In this age of split personalities, broken families, disintegrating communities, and cracked atoms, it is encouraging to find a growing awareness that our fragmentary world and the people in it must some way be restored to *wholeness.*

Discussing the objectives of the mid-century White House Conference on the needs of children and youth before the North-eastern Ohio Community Institute at Hiram College, Miss Lois Gratz of Chicago called attention to the changing emphasis in child study. We have analyzed the child, have stressed his various physical, material and mental needs. Now we are coming to realize that only as the child's emotional and spiritual needs are also met can he be a "whole child," and later a happy and effective adult. Having taken our children apart, so to speak, we must now put them together again and it is the conviction of Miss Gratz that this can only be accomplished by giving them a sense of the *values* by which people, families, and societies are held together.

II

This is no simple task. The board of education cannot hire a teacher of Values, nor can the superintendent assign a day and an hour on the school program for the teaching thereof. Values are a by-product of living, and the child's living is done in three worlds—his home, his school and his community. His life is colored by the things he observes in the lives of his parents, his teachers, his neighbors—and he sometimes reveals his impressions with startling clarity. To illustrate, Miss Gratz told of two children playing a little unconscious drama of married life. The five year old husband, pretending to come home from work, greeted his little woman with an affectionate "Hello, my darling! Have you had a nice day?" It was not hard to guess at the relationship between his parents. The little girl who mothers her dolls in terms of spankings and scoldings reflects another kind of family life. Thus do our children learn their values.

In preparation for the White House Conference nearly ten thousand persons on county committees in one state have studied the needs of children and youth in their local communities. Recommended goals for their state department of education and their local school boards based on these studies include—

Greater emphasis on the total development of the person and less on traditional grade standards; the school a community designed to provide children with practice in governing themselves; consistent cooperative planning among administrators, teachers, parents, and pupils.

III

Such recommendations are a recognition of our children's need for training and experiences which will give their lives unity and direction; they also indicate the necessity of concerted community effort if that need is to be met.

Can we have *whole* children in disorganized and divided communities? In a disorganized and divided world? It does not seem likely. It is quite possible that Community Councils—or the lack of them—in our towns may have a direct bearing on the success of our schools and it is not fantastic to suggest that the delegates deliberating in the United Nations Assembly may have as much to do with the future of our children as their homeroom teachers.

In general, it seems true to say that only values honestly held and shared can give unity and stability to an individual or a society. Danger will drive people together temporarily but only a common purpose can hold them together. If teachers and all those who work with children and youth can find ways to replace fear with faith in the supreme values of cooperative living, we shall have little to fear for our children—or their world.

"For every single thing that a child can and should do for himself there are at least a dozen which adult society must do for him..The job of adults, in a world which is a child's world quite as much if not more than an adult's, is to remove the hazards to security, set the stage and help to create the climate within which children and youth may seek their own security on somewhere near an equitable basis."—

Leonard W. Mayo, Vice-Chairman, White House Conference on Children and Youth.

THE NEWS DIGEST

Grinnell Seeks "Leaders" From Smaller High Schools

GRINNELL, IOWA. Through a grant of $50,000 from the George F. Baker Foundation of New York, Grinnell College plans to distribute scholarships to outstanding young men who will graduate during the next three years from high schools in towns with less than 15,000 population. Principals and Superintendents have been asked to rate students in terms potential leadership, basing their judgments on "the will to work, vision, integrity, and a capacity to influence others and effectively lead them."

President Samuel Stevens of Grinnell believes that in this way potential leadership for preserving what is best in traditional American values can be found and developed.

N. J. Court Upholds Use of Prayer in Schools

TRENTON, N. J. — The New Jersey Supreme Court has confirmed unanimously the right of public school teachers to read excerpts from the Old Testament or repeat the Lord's Prayer at the beginning of Classes. Donald Doremus and Mrs. Anna Klein, who attacked the prayer and Bible reading in the public school are appealing the decision to the U. S. Superior Court.

Teaching Profession To Revamp Code of Ethics

WASHINGTON — The teaching profession's 21-year-old code of ethics is being modernized on the basis of an N. E. A. survey showing that most educators want changes. Such prohibitions as those against accepting gifts from pupils, carelessness about dress, and engaging in harmless recreational practices of which the community may disapprove will probably be dropped.

The association committee reporting on the survey said the 1300 educators polled had voted the dismissal of a teacher without a hearing as the profession's most unethical practice. The second most unethical practice was that of a school official failing to recommend one of his teachers for a new position because he did not want to lose her services. "Teachers gossiping about and criticizing other teachers" is still rated as the most commonly observed unethical behavior.

Education Getting Set for Long Term National Emergency

WASHINGTON — As this country's schools and colleges prepare to meet the problems arising from international tensions that may last for decades, leaders in education are taking a more active part in policy determination than they did in World War II. Working with the US Office of Education and other government agencies, university officials are helping to shape flexible plans for present and future needs.

Major General Hershey's willingness to accept most of the plan for deferring students on the basis of high aptitudes proposed at the American Council on Education conference pleased many who had feared the selective service chief would get "tough" about drafting students. Colleges still face a possible 20% enrollment drop in February. The problem of the drafting of younger faculty members remains to be solved. However, the general feeling is that Commissioner McGrath's principle of keeping the best young brains in the universities as long as possible will be followed. If the draft age is lowered to 18, high school boys seeking deferment will probably have to obtain certification from principals that they are promising college material and submit records acceptable for admission to an accredited university.

Acceleration of curricula is again under consideration with Pennsylvania State College the first institution to announce that a mid-year class will be admitted in February. Ways of enabling students subject to the draft to complete high school in a shorter length of time are also being studied.

Colleges and universities expect to be called on for an increasing amount of government research and also for civilian defense training. The University of Iowa, for example, offered a pilot course in civilian defense this semester where materials and methods, soon to be made available to other institutions were developed.

On the state level, school civil defense programs are being worked out for the protection of children in "target areas" in the event of full-scale war. In New York state, "secondary" and "reception" areas are being prepared for the possibility of finding classrooms for thousands of evacuees, should a bombing take place.

Akron to Try Rubber For School Playgrounds

AKRON, OHIO — The country's rubber capital is going to have rubber on its school yards. For some time, rubber company engineers have been experimenting with a rubberized asphalt compound that will stand up well under the pattering of many small feet. One grade school yard, where the ground is frequently wet, has already received a coating.

School officials say the rubber playgrounds are made of a different compound from experimental rubber streets which have been laid here and in other cities. They think the new surfaces will be a big improvement over the asphalt-dirt playgrounds previously used.

Spalding Terms Schools "'Too Easy" for Children

URBANA, ILL. — Modern schools from kindergarten through university are too easy for modern youth. This is the opinion of Dr. Willard Spalding of the Illinois College of Education, who feels that young people at all educational levels form the wrong habit pattern because they don't have to work to capacity. "Clear evidence that schools today are no worse than they were 25, 30 or

New York State Making Two Teachers' Salary Studies

NEW YORK — How much money should teachers get? The answer, for this state, would appear to be, "More." Salaries here have risen about 56% since 1939. Dr. Dwight Beecher of the State Education Department, reporting results of a three-year study of salaries outside this city, said the cost of living rose 70% during the same period.

The whole salary question is presently being studied by a committee of four noted educators, Dr. Alonzo G. Grace of the University of Chicago; Dr. Willard Ellsbree of Teachers College, Columbia; Dr. Alfred D. Simpson of Harvard, and Dr. John F. Sly of Princeton. Ways of raising money to meet increases, various types of schedules and many other phases of the question are being considered. Conclusions will be reported to the state legislature next month.

Meanwhile, this city is making a similar study under the direction of a committee appointed by the Board of Education.

The two groups are expected to get together so their conclusions will not be contradictory, and the findings of the Grace committee will probably influence any new New York City schedule, as well as those in other sections of the country.

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40 years ago" is available, Dr. Spalding thinks. There is even "some slight improvement", although education has not demonstrated anything like the rate of progress in other fields of learning.

"What we must do", Dr. Spalding concludes "is to develop an educational program that will continue to improve the personal-social qualities of the individual and, at the same time, make marked improvements in his intellectual qualities."

The dean spoke at a conference for elementary principals here.

Screen Stories Used To Raise Reading Rates

IOWA CITY, IOWA — Reading Films geared to the needs of high school students rather than those at the college level are being tried in many of Iowa's secondary schools for the first time this semester. Produced by the State University's college of education, the 14 movies are all aimed at "pulling" the student into good reading habits.

When the phrases of an interesting story are flashed across the screen in rapid succession, the student is required to read fairly large units at a glance. Each day's story is flashed just a little faster than the last, so that within 15 or 20 days the student finds that he has doubled or trebled his reading rate.

The films are being used at the freshman high school level.

Planning New Crack-downs On GI School Abuses

WASHINGTON, D. C. — Hearings on charges that some students and schools have made improper use of the veterans' education program got under way early this month, with Representative Olin Teague, chairman of the House Investigating Committee predicting that, despite the revelation of some serious abuses, "I think we will find that in most cases the veteran and the taxpayer have been getting close to their money's worth." Sources here expect Congress to extend the investigation into next year.

VA regulations based on Public Law 610 are expected to act as a further check on schools or individuals who are tempted to tamper with Uncle Sam's funds. These include the setting up of machinery for recovery of subsistence allowance overpayments from schools which fail to report veteran-students' excessive absences, drop-outs or interruptions of training; clarification of the procedure for approval of new schools training veterans; and a redefinition of what constitutes a "non-profit" school.

Since October, GI students wishing to make a second change of general fields of study have been required to undergo VA "advisement and guidance", while those wishing to enroll in a vocational or recreational courses have been required to show that the courses will be of real use in their present or future occupations.

Thinks College Grades No Index to Achievement

NEW YORK — Dr. Charles Cole, Amherst College president, reminded those at the College Entrance Examination Board meeting here that many students who get low grades in college become leaders in later life. He discussed such types as the "late-bloomer" who does not achieve success until the forties; the "under-achiever" who drifts easily through school without acquiring the disciplines, skills or insights education should give, and the gifted "half-achiever" who is "like a six-cylinder engine sputtering along because the ignition system is not functioning in two of the cylinders."

Dr. Cole suggested that it might be possible to help these types by studying the backgrounds of applicants for college entrance and testing their "motivation."

Elmer the Elephant Dramatizes Safety Rules

TORONTO, ONT. — Elmer, "the elephant who never forgets safety rules" grins from a green penant on each of this city's schools and is expected to star in a forthcoming animated color cartoon. Local police, radio and the press have co-operated in a program aimed at teaching elementary school children to avoid the bad habits shown by a survey to cause frequent accidents here. These include ducking between parked cars, crossing against traffic, playing on the street and double-riding bicycles.

Knee-Hi the terrior also helps out on Sunday morning radio broadcasts by reminding youngsters, "If a little dog can learn to obey traffic rules, you can too."

Principal Notes Need Need for Mobile T-V Units

CAMBRIDGE, MASS. — Planning to install television in your school? Experimental use of a T-V set in the Roberts School here has shown the need for purchasing mobile units which can be carried from one class to another for programs emphasizing a particular subject. John J. Curry, master of the school, says that during cold weather, the set is being used after hours to keep the children off the streets while teaching them something about program selectivity.

The possibility of large auditorium screens, the value of magnified telecasts over phone lines for group viewers, and teacher training in television are being studied by the audiovisual teaching staff. UN telecasts were seen as among the best programs now available for school use.

Virginia Starts Four-Year School Housing Program

RICHMOND, VA. What seems likely to cost local communities and the State of Virginia a total of 300 million for school construction over the next four years has been projected here and is partly under way. The cost of sites and land is not included in the estimate and the local districts will pay about six times the amount forthcoming from the state.

Prior to Oct. 1, new construction expected to cost $157,000,000 had been appropriated by state authorities for 69 places — over half the towns and cities eligible for state assistance. In mid-October, the state treasury and the Literary Fund — a revolving fund supplying capital for school buildings at low interest — agreed to release something over two million towards specified construction.

Maine Solons to Get Education Funds Issue

AUGUSTA, ME. — The next Maine Legislature will be asked to consider a new educational subsidy plan which will lop off some previous complicated formulae for school financing, consolidate others, and in general offer a simpler program, one aim of which will be to increase the state's participation in local education costs from 25 to 30%. Need for the legislation is shown by Commissioner Harland Ladd's testimony that his record budget of $15,067,348 cannot be met under the old system without the provision of nearly $2,000,000 in "new money". Ladd said the budget, for two years starting next July 1, called for no major improvements or expansions.

Maine solons will also be asked for additional funds to cover repairs and maintenance for the state teachers' colleges.

Eight States Took Action At Polls Favoring Education

Voters in 12 states passed on measures of interest to educators at the general election. The results, state by state, were:

ARIZONA — a proposal for anti-segregation measures in the schools was defeated.

ARKANSAS — amendment 41, designed to provide a stable source of revenue for public education and to reallocate to school use taxes levied for school purposes was defeated.

CALIFORNIA — a referendum to legalize gambling, opposed by the teachers because it would have given "the gambling commission priority on state funds" was heavily defeated.

COLORADO — for the first time elected a state board of education.

In ILLINOIS voters took the first step towards modernizing the state constitution and making possible other changes in state government when they adopted the "Gateway amendment". Methods of taxation for schools will be affected. The old state constitution was drafted in 1870.

MARYLAND voters retained the Ober anti-subversive act.

MISSOURI's constitutional amendment 1, making it possible for the General Assembly to provide for levying taxes for current operation of schools by majority vote, was passed.

OREGON's Children's Bill, aimed at increasing state aid from $50 to $80 per child was approved by a slim majority of about 3000.

UTAH's voters approved a constitutional amendment placing general control of the state's public school system under an elected state board of education and making the state superintendent of public instruction an appointive instead of an elective official.

VIRGINIA passed an amendment allowing the General Assembly to enact enabling legislation which would permit two or more localities to consolidate school administrative systems.

WASHINGTON voters passed referendum 7, authorizing a million dollar bond issue for public school plant facilities. Referendum 9, providing 20 million for buildings at state institutions of higher learning, and H. T. R. 10 increasing the dept. limit for school districts failed.

In West Virginia, a school bond amendment got 3 to 1 approval.

In summary, California, Illinois, Missouri, Oregon, Washington, West Virginia, Utah and Virginia took some action favorable to education.

Teachers on the Job Taking More Courses

The number of teachers who are taking in-service or independent courses is steadily increasing. New York City, for example, reports 25,091 teachers enrolled in classes sponsored by the board of education, compared to 7,261 ten years ago. In addition to the courses in methods, materials or techniques for virtually every subject in the curriculum, hobby subjects like horticulture, puppetry, astronomy and knitting are being taken.

Not only instructors but 1,400 high school seniors within a 15-mile radius are attending a series of "atomic Age" lectures given by the University of Cincinnati. Biological and medical applications of atomic energy, protection in case of atomic warfare and the social and political aspects of the atomic age are being covered. The atom and its implications is high on the list of newer offerings in most sections of the country.

The audio-visual extension course by Contra Costa Junior College, in Martinez, California is typical of many college courses throughout the country aimed at up-to-dating teaching of reading and arithmetic which have resulted in making these subject areas popular choices in most states.

The desire to secure higher merit ratings for salary increases is almost as strong an incentive to course-taking today as is meeting certification requirements.

Kentucky Schoolmen Must Locate District Boundaries

FRANKFORT, KY. — It seems school districts in Kentucky have been changing their boundaries to such an extent that nobody knows where these boundaries really belong. School superintendents will need to turn surveyor if they are to heed the demand of State Revenue Commissioner Clyde Reeves for definite information he can use in distributing the equalization fund. How can he count the miles of railroad and pipe line or the number of electric power poles in each district unless he has an accurate map? And if he can't count these things, he can't determine what part of the public utility taxes should go to each school district.

The State head of education, Boswell B. Hodgkin, doesn't see how the superintendents are going to draw their maps in time for the revenue chief to show them to the legislature next month. And with all those poles, rails and pipelines to be tallied in favor of districts holding them, there may be some overlapping of alleged districts. Altogether it's quite a headache.

Committee to Survey Missouri School Needs

JEFFERSON CITY, MO. A two-year survey of the needs of this state's public schools is being undertaken by educators and a 22-member citizen advisory committee appointed by the Missouri Board of Education. Facilities, equipment, buildings, teachers, and transportation are being investigated, but school financing will not be included. Dr. Edgar Morphet of the University of California is serving as consultant.

New Hampshire Seeking More School Funds

CONCORD, N. H. — Enactment of new tax laws by the Legislature next month to supply funds for local school districts is being called for by the N. H. State Teachers Association. The educators have not proposed any specific tax plan but have gone on record as favoring federal aid to be disbursed under local control.

The more than 115 professional and lay people who attended the N. H. Conference on Children and Youth here stood firmly behind a move to set up cooperative school districts, with "sufficient number of pupils and adequate amounts of taxable valuations." A single salary schedule for teachers all over the state and a "lifting" of salaries in general were recommended. New Hampshire's main educational problems are financial, the conference said, and urged increased state aid to education with levied taxes to pay for it.

N. J. Investigators Offers School Lease Plan

CAMDEN, N. J. — Top educational authorities of New Jarsey are on record as opposed to a plan to permit an insurance syndicate to build schools under a leasing arrangement with school boards. Charles D. Anderson, deputy commissioner in charge of school building projects said he thought the plan would cost a good deal more than conventional bond issues.

Four N. J. boards are said to be seriously considering the proposal which emenated from A. Charles Corotis of the N. J. council for home protection, an organization formed in 1949 to oppose a state bond issue for low cost housing. Corotis suggested to a school board president that eight insurance companies, wishing to invest between $500,000,000 and $600,000,000 in public property in the state, might finance the construction of the schools which would then be leased to local school boards over long-term periods. The boards would amortize their costs and eventually own the schools.

Dillon Outlines Ways To Hold School Dropouts

NEW YORK CITY — How can high schools hold their students, and cut the 50% drop-out rate that costs the country millions of dollars?

Dr. Harold J. Dillon, who studied "Early School Leavers" throughout the U. S. gave New York state teachers a number of suggestions. Better student counseling, smaller classes, more interesting courses and a program to challenge all students were high on the list of recommendations.

Other "Do's" for educators included:

(1) Demonstrate the relationship between education and life.

(2) Provide occupational information.

(3) Extend social experiences.

(4) Help students select the right courses.

(5) Begin counseling early.

Va. Certification Rules Stress Child Psychology

RICHMOND, VA. — Virginia's State Board of Education has revised teacher certification requirements so that student teachers will spend more time on their special fields and will study more about child psychology while giving a little less attention to teaching methods. General education requirements have also been made more specific. A ruling establishing a graduate professional certificate for those with an MA or PhD. plus three years teaching experience has already gone into effect.

Other changes that will be introduced gradually include the establishment of a two-year probationary period before a certificate is issued, an increase in the minimum requirements for teaching English, social studies, languages and some special fields, and the abolition of automatically certificating teachers to teach all 6th and 7th grade subjects.

Briefly Noted . . .

Paterson State Teachers College, (Paterson, N. J.) will soon abandon dingy, overcrowded quarters in the heart of an industrial city for ivied halls on land purchased with a $1,00,000 state appropriation. Boasts President Clair Wightman, "I've seen 75 campuses in America, but ours is the most beautiful of all."

Yale University has recently received an anonymous $1,000,000 gift, earmarked for research in the humanities. The fund will be used to help young faculty members establish themselves as productive scholars at a time when much of their time and energy is reqired for teaching.

Ten top schools in teaching American ideals of freedom, according to the Freedoms Foundation of Valley Forge Pa., include the Principia Upper School of St. Louis; Union High School, Colton, Calif; Elementary School 1, Buffalo; Jordan Vocational High School, Indiana; and East Nashville Junior High School, Tennessee.

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